



November 15, 2004

To: Associate Dean Mary Howard-Hamilton and Graduate Program Committee
Education 4214

SCHOOL OF
EDUCATION

From: Dennis Knapczyk, Special Education Programs
Education 3238

This proposal requests a change in the course requirements for a special education license in the area of Mild Intervention at the graduate level. The current requirements for earning this license are for students to (a) have a general education teaching license (e.g., elementary, secondary) and (b) complete the following list of 3-credit hour courses:

- K505: Introduction to exceptional children or its equivalent (e.g., K205, K305)
- K510: Assistive technology in special education
- K522: Teaching social skills.
- K525: Survey of mild disabilities
- K541: Transitions across the lifespan
- K548: Families, school and society
- K553: Classroom management
- K565: Collaboration
- K595: Practicum in special education

This proposal requests approval to add two 3-credit hour courses to these requirements:

- K520: Survey of behavior disorders
- K545: Management of severe behavior disorders

Reasons for the request:

When we originally submitted the Mild Intervention certification program of coursework to the School of Education and state licensing officials, it was not clear whether the disability area of emotional/behavior disorders would be included as part of the new license or be its own separate certification area. We had assumed it would be separate but now it is apparent that emotional/behavior disorders will be part of the Mild Intervention license. In order to adequately prepare teachers to work with students having these types of disorders, we feel it is imperative that they be required to take K520 and K545. These two content area courses in special education are currently required for a license in the area emotional handicaps (EH),

Course Description – K 520: Survey of Behavior Disorders

K520 covers the following topics as they relate to children and youth who display emotional and behavioral disorders: definitions of these conditions, characteristics, contributing factors, screening and assessment procedures, classification systems, theoretical models of educational services, current trends, and future implications for programming. The course gives particular emphasis to pre-referral intervention, screening and assessment techniques, and functional behavior assessment. The course requires students to use screening and assessment techniques and functional behavioral assessment in a school-based situation. Educators will also be expected to develop a personal philosophy and vision to guide them in addressing the challenges of teaching students with E/BD.

Course Description – K 545: Management of Severe Behavior Disorders

After gaining a firm understanding of functional behavior assessment in K520, K545 gives teachers, administrators and other school personnel the knowledge and skills to provide high quality school-based services to children and youth with emotional and behavior disorders. The course explores theoretical models of educational services and interventions. It gives particular emphasis to planning, implementing and evaluating best practice interventions including the use of specific intervention strategies, transition services, wraparound services, behavior management and instruction in self-regulation and self-discipline. Educators will also be expected to plan, implement and evaluate a behavior change program for students with E/BD.